

**THE INFLUENCE OF USING COMIC STRIPS TOWARDS STUDENTS'
WRITING ABILITY ON RECOUNT TEXT AT THE FIRST SEMESTER
OF THE TENTH GRADE OF MA ISLAMIYAH CINTAMULYA
IN THE ACADEMIC YEAR 2019/2020**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

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NPM: 1511040317



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2020**

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ABSTRACT

Writing is one of language skills that should be mastered by the students. In writing the text, writers can find the knowledge and get information from the text. The students' ability of MA Islamiyah Cintamulya is still low especially in writing recount text. It can be seen from the students' writing score in preliminary research. There were 56.98% of the students who got the score under 75 as the criteria of minimum mastery. To solve the problem, the researcher applied comic strips. The objective of this research is to know whether there is a significant influence of using comic strips towards students' writing ability on recount text at the first semester of the tenth grade of MA Islamiyah Cintamulya in the academic year 2019/2020.

The research methodology was quasi experimental design. In this research, the population was the tenth grade of MA Islamiyah Cintamulya. The samples of this research were two classes consisting of 33 students for experimental class and 32 students for control class. In the experimental class, the researcher used comic strip and in the control class the teacher used short story. The treatments were held in 3 meetings in which 2 x 45 minutes for each class. In collecting data, the researcher used instrument in the form of essay. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. After conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using *SPSS* (Statistical Package for the Social Sciences) to compute independent sample t-test.

From the data analysis, it was obtained that $\text{Sig} = 1.53$ and $\alpha = 0.05$. It means that the H_a is accepted and there was significant influence of using comic strips toward students' writing ability on recount text at the first semester of the tenth grade of MA Islamiyah Cintamulya in the academic year 2019/2020.

Keywords: Recount Text, Comic Strips, Quasi Experimental Design, Students' Writing Ability



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Certify that this thesis is definitely on my own work. I am completely responsible for the content of this thesis. Other people's opinions of finding include in this thesis are quoted or cited in accordance with ethical standards.

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MOTTO

﴿يُسِّرَ الْعُسْرَ مَعَ إِنَّ﴾ يُسِّرَ الْعُسْرَ مَعَ فَإِنَّ

“For indeed, with hardship (will be) ease! Indeed, with hardship (will be) ease
(QS. Al-Insyirah: 5-6)¹



¹ Abdullah Yusuf Ali, The Holy Qur'an Arabic Text With English Translation, New Johar Offset Printers, India, 2006, p.1219

DEDICATION

This thesis is dedicated to everyone who cares and supports me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Abdur Rasyid and Mrs. Siti Asiyah who always pray, give me motivation and support in my study and in my life, and advise me wisely.
2. My beloved brothers, Rosyidi Yusuf and Alvin Nur Rofiq, my beloved sister Five Via Rasyidani and my beloved sister in-law Murniyati who always gives me motivation and support for my success.
3. My beloved nephew, Muhammad Harun Ar-Rasyid who always gives love and cheers me up.
4. My beloved advisor, Mr. Iwan Kurniawan, M.Pd. and my co-advisor Mrs. Nunun Indrasari, M.pd.
5. My beloved best friend, Nani Susanti.
6. My beloved friend who always and support me, all members of English Education E 2015 and all my sisters in boardinghouse Bedundung Squad.
7. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Resti Fauzah. Her nick name is Resti. She was born in Sindang Sari, South Lampung on January 18th, 1997. She is the second child of four children of Mr. Abdur Rassyid and Mrs. Siti Asiyah. She has two brothers whose names are Rosidi Yusuf and Alvin Nur Rofiq, and she has one sister whose name is Five Via Rassyidani.

She began her study at Elementary School of MI Mathla'ul Anwar Sindang Sari in 2004 and finished in 2009. Then, she continued her study at Junior High School of MTs Mathla'ul Anwar Sindang Sari in 2009. After graduating from Junior High School in 2012, she attended again at SMA Mathla'ul Anwar Sindang Sari and completed in 2015. In the same year, she registered her study in State Islamic University of Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

While being a college student, the researcher was a member of UKM Bahasa. In the seventh semester, the researcher had her Community Service (KKN) in Natar, South Lampung. After having KKN, she had her Field Teacher Training (PPL) in SMA NEGERI 10 Bandar Lampung

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14. Any other person who cannot be mentioned one by one for all contributions during finishing the thesis.

Furthermore, the researcher realized that this graduating paper is not perfect due to my limited knowledge. Hence, I need criticisms and suggestion

to make this paper better. Finally, the researcher really expects that this thesis can give advantages for the reader as reference of education research and the next researcher.

Bandar Lampung,
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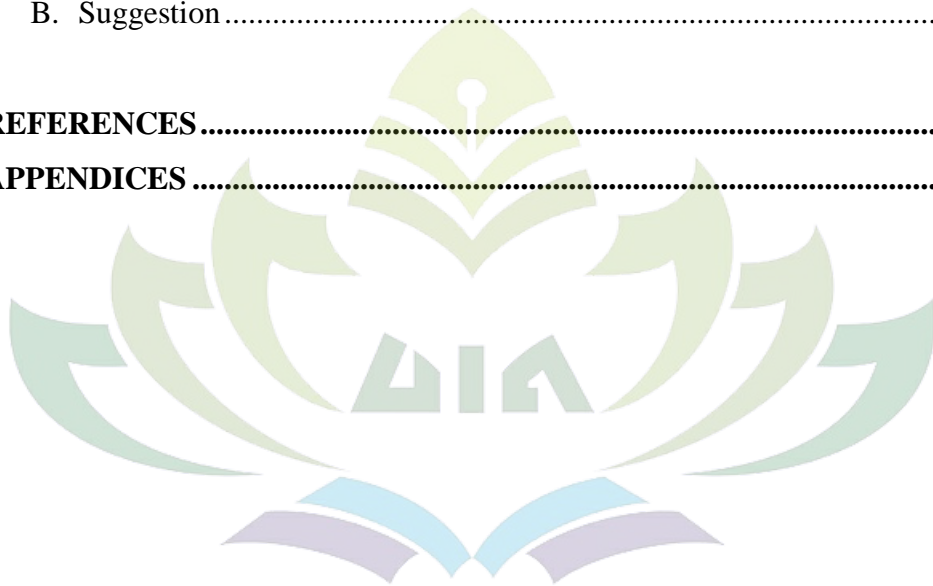
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CHAPTER I INTRODUCTION

A. Background of the Research

Considering that English plays a significant role in developing the quality of human resources, our government decides that English as the foreign language that must be mastered by the students starting from earlier school. Harmer stated that English is a lingua franca. He gives more explanation that is a language widely for communication between people who do not share the same first (or even second) language.¹ It means that English is one of international language that related between English and non-English speaking countries.

According to Harmer, the skills in English is divided into two types, receptive skills are terms use for reading and listening, while, productive skill are terms for speaking and writing.² Hence, to master English, there are four skills that should be develop, they are listening, speaking, reading and writing.

Among the other skills, writing is the most complex skill to be learnt. Raimes stated that writing is a skill in which we express ideas, feelings, and thought that are arranged in words, sentences and paragraph by using eyes, brain, and hand.³ Consequently, writing is a way to convey someone's ideas, feelings, and thoughts. Someone will use her/his brain to

¹ Jeremy Harmer, *The Practice of English Language Teaching* (4th Ed), (Edinburgh Gate: Pearson Education Limited, 2007), p.1

² *Ibid.*, p.265.

³ Ann Raimes, *Technique in Teaching Writing* (Oxford: Oxford University Press, 1983), p.3

produce idea, hand to write and eyes to look at the result of writing. In other hand writing is very important to teach because when the students learn about writing they can know how to convey ideas and thought in written form to the reader clearly.

For the learners, writing is the most difficult skill to learn and to be master because writing is an activity which cannot be separated from process and product. In writing, the learners are encourage to finds ideas, express their feelings, and put them all into writing as a product. Brown stated that the process of writing consist of different set of competencies, such as the result of thinking, drafting and revising procedures that the writer cannot develop their skill naturally.⁴ Hence, in making good writing the students must follows some steps in process of writing.

Richards and Renandya defined that there is no doubt that writing is the most difficult skill for learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts.⁵ In making writing product the students need more effort to do writing process, because they were encourage to create some ideas in writing form. Either, the meaning in their writing should be understood by the reader.

Based on preliminary research that was done in MA Islamiyah Cintamulya, the students got difficulties in learning writing skill. Based on

⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (4th Ed)*, (California: Pearson Education 2000), p.335

⁵ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Currents Practice*, (Cambridge: Cambridge University Press, 2002), p.303

questionnaire that was given to the students the researcher found that the students still had problems in learning English especially in writing recount text. They faced difficulty in putting the ideas accordance with generic structures of recount text, and they were lack of vocabulary and grammar. Another problem based on the preliminary research, they stated that they were less interesting to the teacher's way in teaching their writing. The teacher used short story as a media of teaching writing on recount text. So, they were unmotivated to develop their writing.⁶

Based on interviewed with the English teacher at tenth grade of MAIslamiyah Cintamulya (Mrs. Nurmawati, S.Pd).She said that the students still had problems in learning English, especially writing. The principle problems that students faced were lack of vocabulary and grammar. They had problems in generating ideas. Moreover, they faced difficulties inputting their ideas accordance with the generic structures of recount text. So, the students' writing was not good enough.⁷ The teacher also showed the students' score. The score were taken by the teacher in daily assessment of recount text. The teacher also said that there were many students who got low score. Some of them got score above Minimum Competence Criterion (MCC) and the others got score under Minimum Competence Criterion (MMC). The Minimum Competence Criterion (MMC) for tenth grade is 75.

⁶ The Result of Questionnaires from the Students of Tenth Grade of MA Islamiyah Cintamulya, Tuesday 3rd September 2019, Unpublished

⁷ Nurmawati, *English Teacher*, at MAI Cintamulya, on Tuesday, September 3rd, 2019. *An Interview*, Unpublished.

Their writing ability can be seen in the table 1:

Table 1
Students' Score of Writing Ability at Tenth Grade of MAIslamiyah
Cintamulya in the Academic Year 2019/2020

No.	Class	Students' score		Number of students
		<75	≥75	
1.	X MIA 1	18	15	33
2.	X MIA 2	20	12	32
3.	X IIS1	15	13	28
Total		53	40	93
Percentages		56,98%	43,01%	100%

Source: the score from English teacher of MAIslamiyah Cintamulya

From the data above, it could be seen that from 93 students' of tenth grade of MAIslamiyah Cintamulya there were 53 students (56.98%) got score under 75. Because the Minimum Competence Criterion (MCC) score of English subject at the school is 75, so it indicated that most students still faced difficulties in writing.

From the score of the students above, it can be seen that still many students got score under the Minimum Competence Criterion (MCC). It indicated that the media that used by the teacher was inappropriate to teaching writing especially on recount text. The teacher used short story to teaching writing recount text. Whereas, interesting media was very important to teaching writing to attract the student more creative and active in learning. So, it could improve their ability.

Additionally, based on the explanation above, some problems occurred in writing recount text, one of them was generating ideas. Generating ideas was basic in writing. Besides, the students could not develop their ideas in their writing. On the other hands, the students had problems in generating ideas because they had not a stimulus to begin writing. Therefore, generating ideas was basis to develop their writing.

Meanwhile, the next problem was the students felt difficulties in putting their ideas accordance with the grammar. Writing as one of skills in English learning, the students should have a good way in writing English especially recount text. The use of grammar in recount text was past participle. Besides, most of the students did not know the past participle of the words they did in their writing. The students did some mistakes in putting their ideas because they were confused in using past participle in their written. This problem made the students cannot develop their writing. As a result, the students got difficult of using past participle in putting their ideas.

Additionally, the students had problems to translate vocabularies. Furthermore, vocabulary guided the students to write creatively. It meant that more vocabularies they had more word they produced. Besides, the students faced some issues in vocabulary. They owned problems to translate vocabularies, so they could not write creatively and properly as they could write well. On the other hands, grammar made the students got difficult in writing. The core of writing was the students had a good ability

in writing skill. Grammar is determined as an important thing in writing. Besides, better grammar the students had, better written they produced. Finally, grammar and vocabulary was the important thing in writing.

According to the problems occurred, in order to guide the students to be better in writing ability especially in writing recount text was by giving an appropriate media in teaching writing. The use of media gave a great effect to influence students' writing ability. Harmer defined that various interesting media must be applied to encourage students because one of the greatest effects of successful learning is student's boredom.⁸

The students' problems occurred because the teacher did not use an appropriate media to teaching writing recount text, so students could not develop their ideas in writing. The appropriate media was very influence the students' ability. The media used by the teacher had not good effect to generate their idea in writing especially on recount text.

Furthermore, one of media that could be applied in teaching writing recount text was comic strips. It was considered as an interesting teaching media. Sabay argued that comics are usually funny; therefore, applying them to methodological purpose will have the same effect as using games in teaching English it brings a cheerful atmosphere into the class.⁹ Student's boredom will be vanishing if the teachers employ an interesting media in teaching writing. If the students were attracted to the

⁸ Jeremy Harmer, *How to Teach English*, England, Pearson Education Limited, 1998, p. 5

⁹ Noemi C. Sabay, "Using Comic Strips in Language Classes". English Teaching Forum Vol. 44 No.1 2006, p.24.

lesson, then the teaching learning activity would go smoothly and the students would understand the lesson.

Practically, comic strips help the teacher in achieving the learning objectives. Attractive graphical visualization, short dialogues, simple and easy to understand making everyone from different ages like reading comics.¹⁰ Comic strips have interesting design so that make the student like this media. Use attractive picture and interesting short text make the students more fun and enjoy it.

Furthermore, comic strips shown a visual media that can stimulate the students' sense to process information presented through setting and story situation. In addition, it stimulates the students in writing ability on recount text because comic strip was effective to attract the students in writing. The students more paid attention to the lesson because the media that used by the researcher was more interesting. The students can understand the lesson by the media through the picture and series of conversation on it. The sequence of the event in the comic strips also helped the students comprehend the generic structures, language features, and contents.

Based on preliminary research, teacher used media short story to teach writing. The media that was used by the teacher had not great effect to the students writing ability, short story less of interesting media to attract students. It can be proven by the score of the students, there were

¹⁰ Atik Rokhayani, Aisyah Ririn Perwikasih Utari, "*The Use of Comic Strips as an English Teaching Media for Junior High School Students*". Language Circle Journal of Language and Literature Vol.8 No.2 (April 2014), p.148

56.98% students got score under Minimum Competence Criterion (MCC). The weakness of using short story as a media to teach writing recount text was difficult especially for struggling readers since it was actually intended for the students in native language country.¹¹

Based on the explanation above, writing as one of language production, it is one of complicated skill to be learnt. Writing proficiency can be earned by mastering grammar and vocabulary. Then, generating ideas and putting ideas was the main point in writing. In other hand, based on the preliminary research at the tenth grade of MA Islamiyah Cintamulya, most of the students lack of them, so they got problem in writing English especially in recount text. Furthermore, to solve these problems was by providing an interesting media towards their writing.

Comic strips attract the students to be better in writing because it shows a visual media by providing an interesting picture and layout that can stimulate the students' creativity in writing recount text. Therefore, the research was conducted to know the influence of using comic strips towards students' writing ability on recount text at the first semester of the tenth grade of MA Islamiyah Cintamulya.

There were some previous researches related to comic strips. The first previous research was about comic strips that done by Nugroho, The Effectiveness of Teaching Reading Using Comic Strips to Facilitate Students' Reading Comprehension on Narrative Text(English Education

¹¹ Mustafa Mubarak P, Zamzam Emhemmad M,A "Interesting the Role of Short Story Stories Paper in Overcoming the Problem Faced by The Libyan EFL Learners in Writing Skill" *The Criterion An International Journal In English*, Vol 12, 2013, P.7

Department Islamic Education and Teacher Training Faculty the State Islamic Institute of Surakarta 2017).¹² It can be concluded that comic strips can be applied to facilitated students in teaching reading comprehension.

The second previous research was about comic strips that done by Widiseti, The Effectiveness of Using Comic Strips in Improving the Students' Writing Skills in The Eighth Grade Of SMPN 2 Temon in the Academic Year 2012/2013.¹³ From previous research above, it can be seen that comic strips is effective to improve students' writing skills.

The third previous research was about comic strips that done by Eliya, Improving Students' Skills of Writing Short Version of Narrative Text by Using Comic Strips for The Eleventh Grade of Science Class of MAN Yogyakarta II in the Academic Year 2012/2013.¹⁴ From this previous research, it can be concluded that improving writing skill can be used comic strips.

Based on the background of the problem above it can be assumed that teaching writing can be conducted by using comic strips. Therefore, the researcher was conducted a research entitled "The Influence of Using Comic Strips towards Students' Writing Ability on Recount Text" at the

¹²Agung Wahyu Nugroho, *The Effectiveness of Teaching Reading Using Comic Strips to Facilitate Students' Reading Comprehension on Narrative Text*, Thesis for the Degree of Sarjana of State Islamic Institute of Surakarta

¹³Damar widiseti, *The Effectiveness of Using Comic Strips in Improving the Students' Writing Skills in The Eighth Grade Of SMPN 2 Temon in the Academic Year 2012/2013*, Thesis for the Degree of Sarjana Pendidikan of State University of Yogyakarta

¹⁴Kamalia Rifa Eliya, *Improving Students' Skills of Writing Short Version of Narrative Text by Using Comic Strips for The Eleventh Grade of Science Class of MAN Yogyakarta II in the Academic Year 2012/2013*, Thesis for the Degree of Sarjana Pendidikan of State University of Yogyakarta

First Semester of the Tenth Grade of MAIslamiyah Cintamulya in the Academic Year 2019/2020.

B. Identification of the Research

Based on the background above, it identified some problems as follows:

1. Students had problem in generating ideas
2. Students had difficulties in putting ideas accordance with the grammar of recount text.
3. The students were lack of vocabulary and grammar.

C. Limitation of the Research

According to the previous explanation above, it limited the problem on the teaching writing ability on recount by using comic strips at the first semester of the tenth grade of MAIslamiyah Cintamulya in the academic year 2019/2020.

D. Formulation of the Research

Based on the limitation of the research above, it formulated the problems in this research as follow: Is there a significant influence of using comic strips towards students' writing ability on recount text at the first semester of tenth grade of MAIslamiyah Cintamulya in the academic year 2019/2020?

E. Objective of the Research

Related to the problem formulation, the objective of the research was to find out whether there was a significant influence of using comic strips towards students' writing ability on recount text at the first semester of the tenth grade of MA Islamiyah Cintamulya in the academic year 2019/2020

F. Scope of the Research

1. Subject of the Research

The subject of the research was students at the first semester of the tenth grade of MAIslamiyah Cintamulya in the academic year 2019/2020.

2. Object of the Research

Object of the research was used of comic strips and students' writing ability.

3. Time of the Research

The research was conducted at the first semester in the academic year 2019/2020.

4. Place of the Research

The research was conducted at MAIslamiyah Cintamulya.

CHAPTER II

LITERATURE OF RELATED REVIEW

A. Concept of Teaching English as Foreign language

In Indonesia, English is foreign language that must be taught starting from Elementary School up to University. As one of important subject, English must be taught well so the students can master it. Praveen stated that, English is the language of the world and the knowledge of the language makes a person, a citizen of the world.¹ Learning English as foreign language is very important to learner because English is an International language. International English is the concept of the English language as a global means of communication.

Learning English as a foreign language was not difficult if the students did a lot of practiced and exposed to situation that contain English element in it. The students should practiced their English regularly both inside the class and outside the class. Language is a set of rules by human as a tool of communication.² This statement also supported by Brown, he stated that there are eight definitions about language, one of them is language is use for communication.³ It means that language can be used to communicate or express feeling, knowledge, and thoughts, or idea to another people.

¹ Patel, Praveen, *English Language Teaching* (Jaipur: Sunrise, 2018), p.6

² Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.1

³ H. Douglas Brown, *Principles of Language Learning and Teaching* (5th Edition) (London: Longman, 2006), p.8

According to Brown, teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.⁴ In short, that language teaching was the process of helping students to learn how to acquire the language that they want to learn.

One of significant factor that influence most of the success in teaching and learning were the teachers. Teachers have to be able to guided the students to understanding of the lesson. The students studied easily if the teachers attractive and creative in teaching learning. As Harmer stated in his book, one of main task for teacher is to provoke interest and involvement in the subject, even when the students are not initially interest in it.⁵ It is clear that teachers also have great effects in the process of learning.

Based on definition above, teaching English as foreign language is a process of helping someone to learn English which is either the language that the used as a mother tongue, or the foreign language which the used in their daily life for communication that influenced by ideas of the nature of English and the learning condition. In teaching English the teacher should prepared the material instruction, strategy, and media to support teaching and learning process. To make that happen, beside the teacher, the students also should actively involved in the teaching learning process and do a lot of practices.

⁴ *ibid*

⁵ Jeremy Harmer, *How to Teaching English* (Malaysia: Longman Limited, 1998), p. 8

B. Concept of Writing

1. Definition of Writing

Writing as a way of expressing thoughts in order to make the readers understand the message or information the writers convey in written form. According to Nunan, writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people.⁶ Besides that, Ghaith stated that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete.⁷ It means that writing is one of language skill to express ideas, thoughts, feelings or thinking in written form which can be a tool to communicate with other people in written form.

Harmer said that, “writing (as one of the four skills of listening, speaking, reading and writing) has always formed part of the syllabus and teaching English”.⁸ So we can said that writing is one of the language skill which taking important role in learning English and also becoming one skill that used to measure students’ achievements of English in the school.

Richard and Renandya pointed that writing is the most difficult skill for second language learners to be mastered. The difficulty lies not only

⁶ Nunan D, *Practical English Language Teaching* (USA: McGraw-Hill Company, 2003), p.88

⁷ Ghaith, Ghazi, *The Nature of the Writing Process*, 2002. Online at nadabs.tripod.com/ghaith-writing.html (accessed on August 23th 3019)

⁸ Jeremy Harmer, *How To Teaching English* (New England: Longman, 2004), p.39

in generating and organizing idea, but also in translating these ideas.⁹ It means that writing was considered as difficult skill among the other skills in English.

In summary, writing is important, difficult and complex skill in English. Writing was difficult because it needed to explore the writer ideas, feeling and thought.

2. The Purpose of Writing

Penny Ur showed, “the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing.”¹⁰ It means that writing was not only put the pen on the paper but writing has purpose here. The writers needed to consider the purpose of writing because it affected many aspects of writing which were types of text students were going to write, the language they used and the information they are going to serve.

Miller said some purposes of writing which are writing to inform, to explain, to persuade, to amuse and to inspire the others.¹¹

a. Writing to inform

In writing, it will intend simply to inform the reader about an issue. To inform also means convey necessary information about an

⁹ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), p.303

¹⁰ Penny Ur, *A Course in Language Teaching: Practice and Theory* (London: Cambridge University Press, 1996), p.163

¹¹ Robert Keith Miller, *Motives For Writing 5th ed*, (New York: The McGraw-Hill Comp, 2006), p.47

issue to the readers and usually this is also means telling the readers what the facts are or what happened.¹²

b. Writing to explain

Writing to explain means to make something unclear and make it clear.

c. Writing to persuade

It can be assumed that writing to persuade others has an aim which is the need to change someone's mind. For example you will use persuasion to get someone to do something you want for yourself, to get benefit for others, or to solve the problems. So it can be said that persuasion is very important things in human being's life.

d. Writing to inspire the others

Writing to inspire the other means being able to enhance the human spirit by reminding people of what is most important in life it is possible to achieve. Fulfilling this motive of writing involves drawing on widely held values and evoking feelings that need to be reinforced.¹³

e. Writing to amuse

Writing to amuse gives opportunity to bring pleasure to the others. Seize the opportunity and make the most of it. When write to amuse, your primary object is to make readers enjoy themselves.

¹² *Ibid.*, p.97

¹³ *Ibid.*, p.521

You can be funny, but you should also be good humored. This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to.¹⁴

Based on the statement above, it can be concluded that writing had purpose that was the writer want to conveyed to the readers. Miller had the opinion that purpose of writing was including to understand experience, to inform, to explain, to persuade, to inspire others and to amuse the readers.

3. Types of Writing

Types of writing activities to perform writing should be based on students' level and capacity. According to Brown, there are five major categories of classroom writing performance:

a. Imitative, or writing down

This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.

b. Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much creativity on the part of writer. A controlled writing is to presents in which the students have to alter given structure throughout.

¹⁴ *Ibid.*, p.568

c. Self-writing

The most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

d. Display writing

For all language students, short answer exercise, essay examinations and research reports will involve an element of display. One of the academic skills that students need to master is a whole array of display writing techniques.

e. Real writing

Some classroom writing aims at the genuine communication of messages to audiences in need of those messages.¹⁵

From theories above, writing skill should be constructed. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity. Also the writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill.

¹⁵ H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, 2nd ed. (London: Longman, Inc., 1994), p.343-346

C. Concept of Process Writing

In doing writing ability, it needs some processes of writing activity are particularly long and progressive.¹⁶ It means that writing activity took a long time and did not stop at one step. It must pass several steps to created written book. Therefore writing was not instant activity, but it needed some processes that must be done by the writer.

Harmer stated that there were some processes of writing, they were:

a. Planning

Experience writers plan what they are going to write. Before starting to write of or type, they try and decide what it is they are going to say. For some writers this may involve making detail notes.

b. Drafting

We can refer to the first version of a piece o writing as a draft. As the writing process into editing, a number of drafts may be produce on the way the final version.

c. Editing (reflecting and revising)

Once writer has produce a draft they then, usually read through what they have written to see where it works and where it doesn't works. Perhaps the way something is written is ambiguous confusing. They may then move paragraphs around or write a new introduction. They may use different form of words for a particular sentence.

¹⁶ Dennis Almagtot, *The Models of Writing*, (Amsterdam: Springer Netherlands, 2001), p.185

d. Final Version

Once, writers have edited their draft, making the changes they consider to be necessary, they produce their final version.¹⁷

Based on the explanation, the research concludes that there are many steps related in process of writing, so it is never enough in one step action make a good written text.

D. Concept of Teaching Writing

Writing is one of language skill in communication. Teaching writing to students is important as the other language skills. As Harmer defined, writing as the basic language skill that must be taught.¹⁸ Consequently, teaching writing is essential skill taught in the school. The teacher must be balanced on the product or on the process of writing in teaching writing. Brown said that in the process teaching of writing, the teacher must be balance between writing process and writing product. Writing process did most of the following:

- a. Focus on the process of writing that leads to the final written product;
- b. Help students to understand their own composing process;
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d. Give students time to write and rewrite;

¹⁷ Jeremy Harmer, *How To Teach Writing (6th Ed)*, (Edinburgh: Pearson Educational Limited, 2007), p.4-5

¹⁸ *Ibid.*, p.4-5

- e. Place central importance on the process of revision;
- f. Let students discover what they want to say as they write;
- g. Give the students feedback through the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h. Encourage feedback from both the instructor and peers;
- i. Include individual conferences between teacher and students during the process to create their product in written work. In this case the teacher will lead them to organize their idea by several stages.¹⁹

E. Concept of Writing Ability

Writing was described as difficult skill because there were some aspects included in written work. In writing the writer not only focused in expressing idea but also the writer must had understanding in language aspects. Raimes stated that writing also reinforces the grammatical structures, idiom and vocabulary.²⁰ Thus, writing is the ability to express idea that writer will use knowledge of grammatical structures and vocabulary to express the idea in written form.

Writing was not short activity. It needed some process to created written work. Yi said that writing ability as the ability to initiate and involved ideas then used certain revising and editing practices to develop

¹⁹ H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, 2nd ed. (London: Longman, Inc., 1994), p.335-336

²⁰ Ann Raimes, *Technique in Teaching Writing*, (Oxford: Oxford University Press, 1983), p.3

them maturity in a given context.²¹ In conclusion, writing was a process in which the students were encouraged to have ability for initiating and involving their ideas then revised and edit their written work.

From those theories it can be concluded that the students should pay attention on their writing ability if they want to produce good written work. To know students' writing ability, the teacher should make a decision what kind of aspect or indicator that used to measured and evaluated students' writing ability. In this case, the researcher prefers to used Tribble scale assessment. There are five aspects to measure writing proposed by Tribble as follows:

a. Content

Content is about the ideas that is used by the students to elaborate the topic. This aspect consider whether the ideas is relevant to the topic or not, whether the ideas is detail or not, and whether the students use much varieties of ideas or not.

b. Organization

This aspect considers how students organize their ideas. It is related to coherence and cohesion.

c. Vocabulary

This aspect is related to how the students choose the word/idiom and whether the students use many vocabularies or not.

²¹ Jyi-Yeon Yi, "Defining Writing Ability for Classroom Writing Assessment in High Schools", *Journal of Pan-Pacific Association of Applied Linguistics*, Vol. 13, No. 1, 2009, p.60

d. Language

This aspect considers about grammar and structure such as agreement, tense, number, word order, article, pronouns and proposition.

e. Mechanics

This aspect is related to use spelling, punctuation, capitalization, and layout.²²

F. Concept of Text

1. Definition of Text

Text is a unit which has the meaning in the context. Hartono showed, text is a unit of meaning which is coherent and appropriate for its context.²³ It means text is human readable sequence of characters and the words they form that can be encoded into computer readable formats.

In other words, the text has the meaningful in linguistic. Based on Siahaan, text is meaningful linguistics unit in a context. A text of language is unique. Some languages may have some similarities in a text and they also have some differences.²⁴ Text can be concluded that it has the meaningful in linguistic and the unique language. Furthermore, Derewianka says:

“Text is any meaningful stretch of language oral or written. Every text is not same. Text is structured in different ways to achieve their purpose. The purpose or genre of a text is partly determined by the

²²Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p.130

²³ Rudi Hartono, *Genres of Text* (Semarang:Unnes, 2005), p. 4

²⁴ Sanggam Siahaan, *Generic Text Structure* (Pematangsari: Graha Ilmu 2007), p.1

culture in which the text is used, since different culture achieves their purpose through language in different way. But, text differs not only in terms of their purpose (genre) but also differs according to particular situation in which they are being used".²⁵

Based on explanation above, the researcher concludes that the text is a unit meaningful linguistic which coherent and appropriate in a context, in addition, text is a meaningful in linguistic. It can be word or a phrase or a sentence or a discourse.

2. Types of Text

Texts are divided into several types, they are: narrative, recount, descriptive, report, explanation, analytical exposition, hortatory, exposition, procedure, discussion, review, anecdote, spoof, and news item, these variation are known as a genre.²⁶

1) Narrative text

Narrative text is a text to amuse or entertain the readers and to tell a story and always use simple past tense. The generic structures of narrative text are: orientation, complication, resolution and reorientation.

2) Recount text

Recount text is a text to retell something that happened in the past and to tell a series of past event. The generic structures of recount text are: orientation, event and reorientation.

²⁵ Derewianka, Beverly, *Exploring How Text Work* (Primary Teaching English Association, New South Wales, 1992), p.17-18

²⁶ Isdaryanto, Types of Text, available on: <http://understandingtext.blogspot.com/2008/03/text-types-complete.overview.html>. Accessed on April 02, 2019

3) Descriptive text

Descriptive text is a text to describe a particular person, place or thing in detail. The generic structures of descriptive text are: identification, description.

4) Report text

Report text is a text to present information about something, as it is. The generic structures of report text are: classification, description.

5) Explanation text

Explanation text is a text to explain the processes involved in the information or working of natural or socio cultural phenomena. The generic structures of explanation text are: general statement, explanation and closing.

6) Analytical exposition text

Analytical exposition text is a text to reveal the readers that something is the important case. The generic structures of analytical exposition are: thesis, argument, reiteration, or conclusion.

7) Hortatory exposition text

Hortatory exposition is a text to persuade the readers that something should or should not be the case or be done. The generic structures of hortatory exposition text are: thesis, argument, and recommendation.

8) Procedure text

Procedure text is a text to help readers how to do or make something completely. The generic structures of the procedure text are: goal/aim, materials/equipments, and steps/methods.

9) Discussion text

Discussion text is a text to present information and options about issues in more one side of an issue (For/Pros and Against/Cons). The generic structures of discussion text are: issue, argument for and against, conclusion.

10) Review text

Review text is a text to critique or evaluate an art work or event for a public audience. The dominant generic structures of review text are: orientation, evaluation, interpretative recount, evaluation summation.

11) Anecdote text

Anecdote text is s text to share with others an account of an unusual or amusing incident. The generic structures of anecdote text are: abstract, orientation, crisis, reaction, and coda.

12) Spoof text

Spoof text is a text to tell an event with humorous twist and entertain the readers. The generic structures of spoof text are: event(s), twist.

13) News item text

News item text is a text to inform the reader about event of the days which are considered newsworthy or important. The dominant generic structures of news item text are: news worthy event(s), background event(s), and sources.

Based on the explanation above, the researcher concludes that text is unit of meaning and text is meaningful of linguistic. A linguistic unit is a phoneme or a morpheme or a clause, or a sentence or a discourse. Texts are divided into several types, they are: narrative, recount, descriptive, report, explanation, analytical exposition, hortatory, exposition, procedure, discussion, review, anecdote, spoof, and news item.

3. Concept of Recount Text

Recount text had been taught in junior high school but it is crucial considered to teach it in senior high school, as students can have more understanding about recount text that is more complex and applicable.

There were some definitions of recount text. Nafisah and Kurniawan as cited in Nurohmah's defined that students need to retell the whole events or experience sequentially which they have ever had in their past; what they told is recount text.²⁷

²⁷ In Nurohmah, "An Analysis of Students' Recount Text by Using Systemic Functional Grammar" Passage 1, 2003, p.90.

Anderson and Anderson also defined that when we tell to other people about something that happened or what we did in our life, it calls a recount text. Recount text is a piece of text which describes past events chronologically; it is usually order they occurred.²⁸

However, Knapp and Watkins wrote that recount text called narrating or narrative because it is a genre that students pick up and write their story naturally. They also said that recount text formally is sequential text that does little more than sequence a series of events. It means that when people tell a story, they not only write series of events but also they write the characters set up in particular time and place.²⁹

In another notion, Saragih, Silalahi, and Pardede argued that recount text tells about events series and evaluate their meaning in some way. The recount story has feeling expression that usually made by writer about the events series.³⁰

From some definitions above, we can conclude that recount text is a text which retell and showed past activities in chronological order including the characters, time, and place. Recount text not only retell a series of events but also recheck their significance. The narrator retells a

²⁸ Mark Anderson, Kathy Anderson, *"Text Types in English 1"* (South Yarra: McMillan, 1997), p.48.

²⁹ Peter Knapp and Megan Watskin, *"Genre, TEXT, grammar (Technologies for Teaching and Assessing Writing)"*, (Sydney: University of New South Wales Press, 2005), p. 222.

³⁰ Natanel Saragih, Roswita Silalahi, and Hilman Pardede, *The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Permatang Siantar*, IQSR Journal and Social Science, Vol. 19, (2014), p.57

story based on what they feel; he or she expresses his or her feeling or ideas into written form.

a. The Purpose of Recount Text

Based on Soeprapto and Darwis, the purpose of recount text is either to inform or to entertain audiences or readers by telling again people's past experience that occurred.³¹ It means that when people write a recount text, they intend to tell readers about their sequencing past story. They, themselves, has a goal in writing the text such as giving information and knowledge to the readers and that is novel information and ideas for them; or entertaining the readers in order to make them glad and smiled while reading the written story.

Also, recount text is not only entertains but also informs the readers about events that occurred in the past time. It is same as narrative text that talks about events or activities, but recount does not provide conflict of a story.³²

However, Hayland showed that the purpose of recount text is to rebuild past events by retelling the events in original sequences.³³ It means that when people write a recount text, they reconstruct and retell their past experiences originally. What they write is real and not fiction story; it is based on what they had done in the past time.

³¹ F.A. Soeprapto and Mariana Darwis, *Linked to the World 1 English for Senior High School Grade X*, (Indonesia: Yudhistira, 2007), p.8

³² Heather Paterson, *Text type Book*, (Campbell High School, 2015), p.50

³³ Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p.20

Likewise, Sudarwati and Grace described the purpose of recount text is to retell the audiences what happened in the past experience by writing events sequentially.³⁴ In short, in recount text, students needed to re-explain the audiences or readers what they have experienced in their past story and they tell it chronologically.

From those definitions above, it can be concluded that the purpose of recount text is informing and entertaining readers by retelling original past experience sequentially.

However, Risma pointed that there are three points in generic structure of recount text, they are:³⁵

a. Orientation

Orientation is in the first of the text. It consists of background information in order to make the audience understand the text. It then provides the details of settings and participants; it shows where the place is, when the time happened, and how many people that involved.

b. series of event

Series of event retells what was occurred. Those events are ordered in sequential chronologies; the stories or events are told based on their sequence.

³⁴ Th. M. Sudarwati and Eudia Grace, *Look Ahead Book 1*, (Jakarta: Erlangga, 2007), p.30

³⁵ Risma Nurandini, *The Effect of Songs to the Students' Recount Text Writing Quantity*, Journal of Linguistics and Language Teaching, Vol. 2, (2015), p.4

c. Reorientation

Reorientation is in the end of the text. It summarized the events and concluded the whole events. It means that it was the final paragraph which tells the ending and conclusion of the given story.

b. The example of recount text

Example of its generic structure in recount text as follows:

Orientation

Last week I went to the beach to spend my holiday.

Events

I planned to make the sand castle. I was using the bucket, but I couldn't find the shovel. I found the shovel. Then I started to build some sand creatures. I didn't finish playing with sand after my friend Jimmy asked me to play volleyball. I saw the sunset, Subhanallah it was beautiful scene. It was night and I had to go back home. It was wonderful holiday ever. I came back from the beach to my hometown to start my daily activity.

Re-orientation

Finally, I could lay on the bed to sleep along this day.

The example of recount text in comic strips



Source: www.bitstrips.com

G. Concept of Media

The word media is derived from the Latin medium which means “a means or instrumentality for storing or communicating information”.³⁶ It is a substance or a channel through which effects or information can be carried or transmitted.³⁷ Waheed stated that a medium is something we use when we want to communicate with people indirectly-rather than in person or by face-to-face contact.³⁸ The word “media” is just the plural of “medium”.

³⁶ Arief S. Sadiman, et.al., *Media Pendidikan: Pengertian, Pengembangan, Pemanfaatan* (Jakarta: PT. Raja Grafindo Persada, 2009), p.6

³⁷ Abdul Waheed Khan, *Media Education* (Paris: Unesco, 2006), p.19

³⁸ *Ibid.*, p.19

Media education is about developing young people's critical and creative abilities.³⁹ Using media to teaching and learning process can made the students more enjoy the lesson, media usually interest the students.

It can be concluded that media is a mean or instrumentality for storing or communicating information, media also something we used when we want to communicated with people indirectly-rather than in person or by face-to-face contact.

H. Concept of Comic Strips

a. Definition of Comic Strips

McCloud defined comic strips is a medium to represent a person, place, thing, or idea through images that are often combined with words or other visual information.⁴⁰

A comic strip is a cartoon or a well arranged picture that tells a story.⁴¹ Pictures are identical to fun, interest and concrete things. It can attract the students when read it. Beside that comic strips also had interesting story setting and it can make the students curious with the plot of the story.

Comic strip is a combination of cartoon with a story line, laying out in a series of pictorial panel across a page and concerning a continuous

³⁹ *Ibid.*, p.20

⁴⁰ Scott McCloud, *Understanding Comic; The Invisible Art* (New York: HarperPerennial, 1994), p.9

⁴¹ Yusda Humola, Rasuna Talib, "Enhancing the Students Writing Ability by Using Comic Strips". Vol.1 No. 1 (January 2016), p. 614-623

characters or set of characters.⁴² Having an interesting display, comic strips can motivate the students to teaching and learning using comic strips. Comic strips also have the attractive story line to make the students interest to always read it.

Comic strip is a colorful illustration and, the story and the realistic as well as interesting characters.⁴³ With a colorful display and attractive story line, the students easier to understand the plot of the story, and the conversation in comic strips using balloons conversation it makes the students easier to understand.

From definition above, comic strip was a sequence of picture that usually funny. There were dialogues in comic strip that convey the story. In teaching English through comic strip, the students were expected to be more interested in English learning activity.

b. Procedure of Using Comic Strips in Writing

Based on Derrick et.al, there were some ways in using comic in writing, those were:⁴⁴

1. Understanding visual symbols.
2. Reading order in comics.
3. Comic jigsaw.

⁴² Nur Hamidah, Sriati Usman, Muhsin, "Improving Writing Skill of the Eight Graders through 1112Comic Strip". Vol. 3 No. 2 (2015), p. 1-11

⁴³ Atik Rokhayani, Aisyah Ririn, "The Use of Comic Strips as an English Teaching Media for Junior High School Students". *Language Circle: Journal of Language and Literature*. Vol. 8 No. 2 (April 2014), p. 143-149.

⁴⁴ Derrick, Marianthi Vassilikopoulou, et.al., *From Digested Comic Books to Digital Hypermedia Comic Books: Their Use in Education*, (Greece: University of Piraeus, 2008), p.231

4. Understanding the text.

c. Advantages and Disadvantages of Comic Strips

a) Advantages of Comic Strips

Yang in Yusda and Rasuna divided there were five strengths of comic strips:⁴⁵

1. Comic strip is an educational tool in motivating students.
2. Comic strip is as visual medium.
3. Comic strips can be said as a permanent media in learning.
4. Comic strip can be said as an intermediate step to difficult disciplines and concepts.
5. Teacher can introduce popular culture into their classroom easily and effectively through comic strips.

b) Disadvantages of Comic Strips

Many advantages of comic strips, but beside that there were some disadvantages of comic strips, they were:

- 1) Not easy to find appropriate comic strips.
- 2) Limited range of facial expression.
- 3) Need more time to search or to make it.

⁴⁵ Yusda Humola, Rasuna Talib, “*Enhancing the Students Writing Ability by Using Comic Strips*”. PROSIDING ICTTE FKIP UNS 2015, Vol. 1 No. 1 (Januari 2016), p.614-623

I. Demonstration Method

a. Definition of Demonstration Method

Demonstration means an act of showing something by proof or evidence. From definition it can be seen that the purpose is to show and to explain how something works or is accomplished. So that the audiences get the message clearly since they listen, know, and see the steps of how something is done.

Burton, et.al argued the demonstration method, when properly selected and used, it is very effective. It is not universal method, however demonstration are most likely to be successful in teaching operative skills, in developing understandings, in show how to carry out new practice and in securing the acceptance of new and improved way to doing things.⁴⁶

Demonstration method develops students' understanding or makes them easier to understand how something is done. So students find it easy to write what they have seen, listened, and practiced.

b. Procedure of Writing Demonstration Method

The following are the procedures of applying the demonstration method in teaching writing:⁴⁷

⁴⁶ Morgan, Barton, et.al., *Method in Adult Education (3rd Ed)*, (Danville: The Interstate Printers & Publisher, Inc. 1976), p.157

⁴⁷ *Ibid.*, p.157

1. Planning and preparation

The teacher plans the steps in the demonstrational process, including the things that should be done and the key points to be emphasize with each step. And also prepare apparatus required for the experiment.

2. Introducing of the lesson

The teacher explains the goal of the learning, so that the students know what they will do.

3. Performance

In performance, the teacher has to focus on the students whether they can view the object of what the teacher performed. Then, the teacher demonstrates each step carefully and adds demonstration with illustration and explanation.

4. Supervision

The teacher asks students to write recount text with the previous performance, the generic structure, language features and all steps demonstrated by the teacher.

c. The Strengths of Demonstration Method

Barton, et.al., divided there are seven strengths of demonstration method:⁴⁸

⁴⁸ Morgan, Barton, et.al., *Method in Adult Education (3rd Ed)*, (Danville: The Interstate Printers & Publisher, Inc. 1976), p.157

1. Demonstrations attract and hold attention; they are interesting.
2. Demonstration present subject matter in a way that can be understood easily.
3. They convince those who might otherwise doubt that a thing could be done, or that they themselves could do it.
4. The demonstration method is objective and concrete.
5. Demonstrations permit the teaching of theory along with practice.
6. Demonstrations yield a high rate of “take” to “exposure”.
7. They aid in developing local leadership.

J. Procedure of Teaching Writing Recount Text by using Demonstration Method with Comic Strips

Based on procedure of comic strips and demonstration method above, it can be construct the procedure of both to teaching writing particularly recount text, they are:

1. Planning and preparation

The teacher plans the steps in the demonstrational process, including the things that should be done and the key points to be emphasize with each step.

2. Introducing of the lesson

The teacher explains the lesson and media, then the students try to comprehend the visual symbols of the comic strips, so that the students know what they done.

3. Performance

In performance, the teacher shows comic strips to the students in some ways.

a. Understanding visual symbols

The students understand the visual symbol of comic strips that is viewed by the teacher as the object of what the teacher performed.

b. Reading order in comics

The teacher asks the students to read all of the sequences of the comic

c. Comic jigsaw

The students comprehend the pattern of the comic

d. Understanding the text

The students understand all of the text in comic strips

4. Supervision

The teacher asks students to create the recount text with the previous performance, the generic structure, language features and all steps demonstrated by the teacher.

The procedures of teaching writing recount text by using comic strips with demonstration method above was combined by Derrick and Barton theory. The researcher elaborated the both of theory to make the good procedures of teaching writing by using comic strips with demonstration method.

K. Concept of Short Story

a. Definition of Short Story

One of literatures is short story. Lazar argued that short story is a work of fiction. It is media to tell one event in every concentrated way. Describes something at moment of crisis, introduces people who are told to not really exist, have plot and characters whose were somehow connected with each other.⁴⁹

Baldick defined that a short story is a brief work of prose fiction, and most of the terms for analyzing the component elements, the types, and the native techniques of the novel are applicable to the short story paper as well.⁵⁰

Based on the definition above, it can be concluded that short story paper is defined as fictional narrative in prose that can be read in short time, beside that short story paper is a brief work of prose fiction, and most of the terms for analyzing the component elements.

b. Procedure of Using Short Story in Writing

Based on Ghasemi, there were some stages in using short story writing, those were:⁵¹

1. Understanding the text of the short story
2. Reading sequence of the text.

⁴⁹ Gillian Lazar, *Literature and Language Teaching: A Guide for Teacher and Trainers* (Cambridge: Cambridge University Press, 1985), p.73

⁵⁰ Chris Baldick, *Oxford Concise Dictionary of Literary Terms* (Oxford: Oxford University Press, 2001), p.236

⁵¹ Pavin Ghasemi, "Teaching the Short Story to Improve L2 Reading and Writing Skills: Approaches and Strategies". *International Journal of Arts and Sciences*. Vol. 4 No. 18 (2011), p. 265-273

3. Creating the short story.

c. Advantages and Disadvantages of Short Story

1. Advantages of Short Story

There are several advantages of using short story, they are:

1. Short story are considered as highly useful resource material in EFL, classroom as they provide rich linguistic input, effective stimulate for students to express themselves in other languages, and a potential source of learners motivation.
2. Short story can be the alternative to teaching writing class as well as can supplement the main course materials for in the class and out of the class activities of foreign language teaching, learning and practice.
3. Short story can more beneficial than any other international material, in stimulating the acquisition process. So, they should form and important place in the teaching material, selected by the EFL teachers to teach writing.

2. Disadvantages of Short Story

Using short stories paper in terms of level of the text which is difficult especially for struggling readers since it is actually intended for the children in native language country. Nevertheless, it can be overcome by carefully selecting short stories and planning the

activity creatively to make the students have direct experience to the writing process.⁵²

L. Procedure of Teaching Writing Recount Text by using Demonstration

Method with Short Story

Based on procedure of short story and demonstration method above, it can be construct the procedure of both to teaching writing particularly recount text, they were:

1. Planning and preparation

The teacher plans the steps in the demonstrational process, and make sure the students understood the notion of the writer including the things that should be done and the key points to be emphasized with each step and also prepare apparatus required for the experiment.

2. Introducing of the lesson

The teacher explains the goal of the learning, so that the students know what they done and require them to prepare an outline of the text.

3. Performance

In performance, the teacher shows comic strips to the students in some ways.

⁵² Mustafa Mubarak P, Zamzam Emhemmad M, A, "Interesting the Role of Short Stories Paper in Overcoming the Problem Faced by the Libyan EFL Learners In Writing Skill" *The Criterion An International Journal In English*, Vol. 12, 2013, p.7

a. Understanding the text

Make sure the students understand the purpose text of the short story that is viewed by the teacher as the object of what the teacher performed.

b. Reading sequence the text

The teacher asks the students to read all the sequences of the short story.

4. Supervision

The teacher asked students to create and write recount text in based on their own experience such as the previous performance, the generic structure, language features and all steps demonstrated by the teacher.

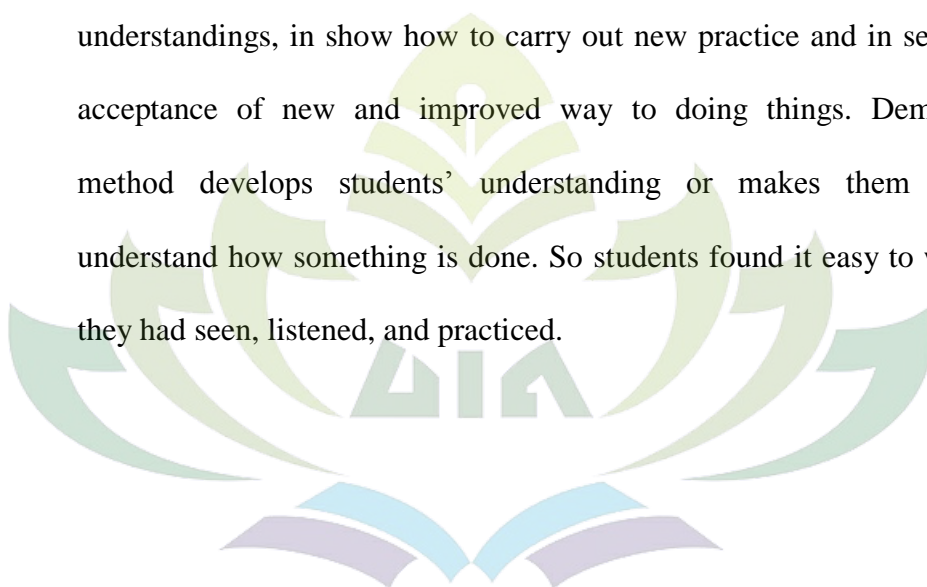
The procedures of teaching writing recount text by using short story with demonstration method above was combined by Ghasemi and Barton theory. The researcher elaborated the both of theory to make good procedures of teaching writing by using short story with demonstration method.

M. Frame of Thinking

In this case, this research was used comic strips using demonstration method in teaching writing recount text. Comic strip was one of media that can be used in English language teaching. The attractive and interesting comic is useful to helped students in build students motivation in learning. Comic strips have attractive and fun lay out it can help the student easier to

understand the lesson. In teaching English through comic strip, the students were expected to be more interested in English learning activity. Used of comic strips as a teaching learning can stimulated students' motivation.

Demonstration means an act of showing something by proofed or evidenced. Demonstration method, when properly selected and used, it is very effective. It is not universal method, however demonstration are most likely to be successful in teaching operative skills, in developing understandings, in show how to carry out new practice and in securing the acceptance of new and improved way to doing things. Demonstration method develops students' understanding or makes them easier to understand how something is done. So students found it easy to write what they had seen, listened, and practiced.



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